LEARNING MODELS AS A BASIS FOR PLANNING FOR TEACHING.

A model is a representation of an idea, object, event, process or system.

Educational modeling can be defined as giving students a demonstration or example of a process or product that is representative of the skill or content they are expected to perform themselves. It's more than just giving a visual representation of content; rather, a model is a product or process students can imitate to develop their own skills and understanding.

As a practicing educator at any level, you may not yet realize this, but you need not reinvent the wheel when looking for effective ways to teach. There are literally hundreds of models of teaching and learning. To reiterate, simply put models deal with the ways in which learning environments and instructional experiences can be constructed, sequenced, or delivered. They may provide theoretical or instructional frameworks, patterns, or examples for any number of educational components — curricula, teaching techniques, instructional groupings, classroom management plans, content development, sequencing, delivery, the development of support materials, presentation methods, etc. Teaching models may even be discipline or student-population specific.

Models of teaching and learning are critical pieces to instructional planning and delivery because they help educators:

1) develop highly tuned and more varied professional repertoires;

2) allow them to reach larger numbers for students more effectively;

3) create either more uniform, or varied, or effective instructional events, guided by targeted subjects, content, or processes;

4) understand curricular foci better, especially as different models can be matched specifically to both learning outcomes and/or targeted learning populations;

5) gain needed insights into why some methods work with some learners, while others do not;

6) radically modify or redesign existing methods of teaching and instructional delivery so that emerging or altered instructional techniques may better meet the needs of today's students

Models are great for helping students achieve a certain level of competence, but they also may constrain what would otherwise be unique student approaches. I frequently remind students (and myself) that models show the basics. Even the exceptional examples I give illustrate only certain elements. I try to share a variety of examples with students so that they see the range of possibilities, but I also encourage them to "Color outside the lines" and, if they have an idea they'd like to develop that doesn't match one of the models, they have the freedom to do so.

Instead of students struggling with a task and producing a great, original piece of work, they all ended up producing cookie-cutter work that looks exactly like my example. But on the other hand, models are for students who would struggle and fail, for students who need a guide, and for students who are learning about a particular element for the first time. Although we want to provide models to help students achieve, we must avoid habits with models that would expect all students' work to look exactly the same and reduce their originality.

Modeling is an effective teaching strategy for almost any skill we may want our students to develop. Whether it's reading aloud, giving a sample speech, walking through the thought process for solving a word problem, troubleshooting technology, discussing an idea, composing a story, or using a piece of lab equipment, "Showing" rather than just "Telling" students what to do will enhance their understanding.

As a teaching the use of models give the students clearer understanding of the discussion, it is get them involved in the class activity which in turn leads to learning.

To create a model for learning the teacher must have a good understanding of the topic while planning for the class in other to properly relat with the students.

Reference

https://thesecondprinciple.com/teaching-essentials/models-of-teaching/

https://www.teachhub.com/teaching-strategies-give-models-examples